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ABSTRACT

This article describes a Title III project which attempts to introduce principles of child development into teaching in the elementary school in a practical and comprehensive manner, using actual experiences from the classroom as examples. The strategies provide a general set of guidelines for approaching individual children based on emotional and developmental factors as well as academic ones; they emphasize the part feelings play in learning within the classroom. The authors feel that the total program has proven itself as: (1) an inexpensive, quick screening instrument; (2) an effective inservice teacher training program; and (3) a significant contribution to the efficient utilization of supportive services personnel such as psychiatrists, psychologists, guidance counselors, and speech and adaptive physical education therapists. References are included. (Author/SES)

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ABSTRACT

In this article a Title III Project, Diagnostic Educational Grouping With Strategies For Teaching, which attempts to introduce principles of child development to teaching in the elementary school in a practical and comprehensive way is described.

The data collecting system computer printout sheets and developmental grouping system are briefly described but emphasis is placed on the Strategies For Teaching book which expresses child development concepts in educational terms, using actual experiences from the classroom as examples.

The authors firmly believe teachers can become more effective educators and hopefully prevent, in some instances, the growth of academic and/or emotional problems through a working knowledge of child development principles.

The Strategies provide a general set of guidelines for approaching individual children based on emotional and developmental factors as well as academic ones. They emphasize the part feelings play in learning within the classroom.

CG 008 002

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DIAGNOSTIC EDUCATIONAL GROUPING WITH STRATEGIES FOR TEACHING PROGRAM

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The central importance of a thorough understanding of child development if one is to work effectively with children is readily accepted. Because of the amount of time spent and the nature of their interaction, the classroom teacher probably influences the development of larger numbers of children than any other professional. Despite their pivitol and influential position teachers often have only the most superficial knowledge of child development and its potential application in the classroom. The reasons are many and not a primary focus of this paper. Little emphasis is placed on child development in colleges and universities which train teachers. The courses which are offered usually are theoretical and not related directly to the day to day task of teaching. Prior to the student teaching experience little time is spent observing and interacting with children.

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CG 008 002

Once teachers are helped to recognize that a knowledge of child development can be an immense aid in the classroom they clamor for more information.

Although child psychiatrists, psychologists, social workers and guidance counselors are spending increasing amounts of time in schools, the methods used to bring our knowledge of children to teachers in a form which they can understand and use, have sometimes been lacking. This article reports on a four year Title III project which attempts to provide a methodology for introducing child development and other child psychiatric concepts into the elementary school.

Description and History

"Diagnostic Educational Grouping With Strategies for Teaching" is the title of an ESEA Title III Project developed in Pennsylvania under the auspices of the Bucks County Public Schools from 1969 to the present. Through the end of the 1972-73 school year, 40,000 children and 1400 teachers in 200 schools had participated in the research.

Intended for use in the regular elementary classroom the Project provides (1) a means of early identification of those children in kindergarten and the elementary grades who have developed or are likely to develop educational difficulties. The instrument is a deceptively simple 12 statement questionnaire which is filled out by the teacher on each child. (Illustration #1); (2) after processing by computer or hand scoring, each child is placed in a system of developmental grouping. Three computer printouts (Illustrations #2, 3, 4) organize the information into useable form for the classroom teacher, principals, guidance counselors

and others; (3) the system of developmental classification is wedded to teaching technique through a series of teaching strategies which are contained in the Strategies For Teaching book, (Colarusso and Green, 1972_a). This book contains, in addition to detailed teaching strategies for each of the three developmental groups, a section on themes which influence the learning process, both written entirely from the viewpoint of their application to the classroom.

Child psychiatrists and psychologists have been consulting in the Bucks County Schools for 15 years. Over the years a continuing exchange of ideas gave educators a thorough appreciation of what the child psychiatrist had to offer the schools and the psychiatrist an awareness of great demands of teaching and the need to translate his knowledge into meaningful educational terms if he is to be truly helpful to educators.

This was the fertile ground out of which the Diagnostic Educational Grouping Project grew. The

initial conceptualization for the DEG Project and its direction during its first year (1969-70) was largely the work of Dr. William Stennis.[1] Efforts during the first year focused on the development of materials and a research design which included extensive statistical analysis and data processing techniques. This information is available in the Final Report covering the first year. (Stennis, Green and Houlihan, 1970).

The second year (1970-71) concentrated on determining in a practical sense, the usefulness of the Project to the 124 teachers who took part that year. Each was interviewed individually at least once by the authors to assess the strengths and weaknesses of the Project. (Colarusso and Green, 1971).

A pilot district-wide program (involving the 2000 children in kindergarten through second grade in the Neshaminy School District in Bucks County) and the development of techniques for training educators in the use of the Project occupied most of the third year (1971-72). (Colarusso and Green, 1972b). The fourth year of the Project

1 Dr. Stennis is a child psychiatrist and consultant to the DEG Project. He presently resides in Santa Fe, New Mexico where he is in private practice and President of the New Mexico Psychiatric Association.

focused on methods of dissemination to schools, mental health workers and other interested individuals and agencies.

PROJECT MATERIALS AND PROCEDURES

Diagnostic Educational Grouping Questionnaire (Illustration #1)

The Educational Grouping Questionnaire is filled out by the teacher on each of her pupils. With the aid of a Definitions Booklet most teachers have little difficulty in completing it. Filling out the questionnaire is beneficial in itself since it encourages the teacher to think individually and deeply about each child. Further, it introduces many child psychiatric concepts by raising for consideration the psychological, organic, social and educational functioning of each child.

The Questionnaire is actually a form of diagnostic shorthand, tapping many of the areas covered in a child psychiatric evaluation. It is not intended to be a substitute for thorough diagnosis or study. As an effective screening device it leads to many children being referred for study, diagnosis and treatment.

The 12 questions touch on many ego functions. Object relations with adults and peers (#2, #6, #8),

language development (#3), control of motility (#8), reality testing (#5), and body image and perceptual development (#10), are some of the functions assessed).

The completed questionnaires are submitted to data processing which divides the children into one of the three developmental groups.

The Developmental Groups

The developmental grouping concept is a key part of the Project. The drive to individualize instruction is prominent in education today. Many forms of detailed individual prescriptions have been experimented with including an extensive earlier undertaking in Bucks County. One of the chief findings of projects which developed detailed individual teaching prescriptions for children was that teachers are unable to apply them on a day to day basis. Too many facts and factors are involved, too much is demanded of the teacher. More often than not the prescriptions are discarded or given lip service but do not become a part of daily teaching technique.

Teachers are accustomed to grouping and are able to master three central sets of ideas as expressed in three developmental groups. The key word is developmental. We are saying to teachers -- you group children academically all the time, shouldn't you also assess their level of developmental maturity and use your findings to help you teach?

Practically all of the 400+ teachers we have worked with, once they have mastered the concepts and begin to think developmentally, can apply the accompanying teaching strategies to individual students or small groups in an effective manner.

The developmental groups are not synonymous with diagnostic categories but they do correspond roughly to a classification system used by some child psychiatrists and child analysts. Kolansky (1968) and Kolansky and Stennis (1968) proposed such a diagnostic scheme. It views diagnosis from the standpoint of the ego and envisions four groups: 1. Healthy personalities; 2. Neuroses; 3. Developmental Arrests (character problems, immaturity) and

4. Ego Disturbances (those children with severely impaired ego functioning whether the defects are due to organic and/or psychological causes.)

As you will see from the outlines of the three groups which are to follow most of the children seen by child psychiatrists can be grouped descriptively in this manner.

For the purposes of this Project, which are primarily educational, we have named the groups simply Group I, Group II and Group III. Of the 40,000 children so far studied approximately 65% fall in Group I (basically healthy and neurotic children), 30% are classified in Group II (immature, developmentally arrested children) and 5% in Group III (ego disturbed children who may be psychotic, brain damaged, severe behavioral problems, etc.)

Again these groupings are descriptive and meant to express developmental concepts in terms relevant to the classroom experience. The following examples from the descriptions of the three groups contained in the Strategies For Teaching book demonstrate how such concepts as developmental histories, dependency needs, ego development, defenses peer relationships and the teacher's feelings about a child can become a part of teaching technique.

Group I - "The children in this group generally are pleasant and likeable. Although they may create problems for the teacher, these problems are not usually prolonged and often respond to empathy and assistance. The teacher generally feels that she will be able to successfully teach this group and that they will pass to the next grade level without difficulty. They tend to be able to use words more effectively and phonics come easy for them. Most of the time they are competitive in learning and play situations. Their manner, choice of words, and method of thinking tend to be solidly age appropriate. One has the feeling that there is a strong push toward maturity. If distress is present, it is more likely to be seen as inner distress, which is not usually inflicted on adults or peers. When distress does break through, it may do so in the form of shyness, general restriction, and fearfulness, especially of physical injury."

"The backgrounds of these children are generally smooth. They have essentially pleasant relationships with their parents and siblings. The first three or four years of their lives have been without

major upheavals. If unfortunate events have occurred during these years, the events do not appear to have seriously hampered the child's progressive emotional development. If there is a history of difficulty that the child has not outgrown effectively it usually happens between the ages of four and six. Children between these ages are usually quite happy and looking forward to going to school and growing up. An operation, death in the family, a divorce, or a continuing struggle with a parent of the same sex may interfere with progressive development and dim both the child's happiness and hope for the future. In contrast to other children, however, the child keeps his unhappiness generally to himself preferring to work things out through his play or fantasy life. If one looks closely, however, signs of sadness and fearfulness are not too far below the surface. Whether the child has difficulties or not, one senses that he will pass to the next grade and can anticipate reasonable success from him."
(Stennis, 1970, pp.19-21)

Group II - "In view of the type of classroom behavior they exhibit, they are "either/or" children. In general, they are frustrating to the teacher. On the one hand they may be demanding, dependent children who cannot seem to grow and mature. The teacher tries almost everything and often becomes so frustrated that she becomes angry at the child. Or behavior may be so stubborn, provocative, defiant, and fighting that all efforts at control are short-lived. The teacher will usually go through a series of approaches to bring unacceptable classroom behavior under control. Nothing seems to work consistently and the end result is the same as with the more dependent children in this group -- a sense of frustration and annoyance with and dislike for the child."

"These children fear most loss of the love of an important human being. Although they do not usually need the adult as close physically as other children, they need constant reassurance that they are still loved. Their hands are often raised high to answer

questions, but they have nothing to give but wrong or irrelevant answers. The message communicated by this behavior is that they want recognition or attention from you and will undergo even the pain of public failure to get it. This behavior often inadvertently provokes rejection. Because they have continually been unable to use the offered help, their relationships with most other human beings are characterized by struggle. Their behavior is outwardly immature, either in their dependence or their stubbornness. There is a push in them toward growth and maturity and they seem stuck somewhere in between. Their thinking, choice of words, and manner is immature. Either gross and fine motor movements often show perceptual motor immaturity. Human figure drawings are generally immature. The teacher will struggle within herself and with these children to help them grow."
(Stennis, 1970, pp.9-10)

Group III - "Children with ego disturbances because of an inability to balance or come to terms with their inner and outer lives are set apart from other children. Because of a special kind of strangeness or difference, they appear not to truly understand what it is all about and seem to be failing at a successful adaptation to life. Their strangeness or difference often evokes a feeling of apprehension within us but in spite of this apprehension often a feeling of compassion as well. This child's most serious failure is in his relationships with other people, both peers and adults. It is difficult to find a success area for him. When you make an effort to communicate with him, words often are inadequate and when he tries to communicate with you, his thoughts are poorly or incompletely organized. You may sense that you will have to over-extend yourself in many areas in order to reach him. You may also feel that the struggle within him is winning and that the pull inward and/or backward is stronger."

"Their ability to defend themselves against anxiety is poor. They may behave differently in

the face of difficulties from day to day and may have to behave in a rigid manner to hold themselves together. One has the feeling that in order to help this child grow, one may have to share with him some of one's soul. They often show considerable anxiety and distress over their difficulties although they may not be able to put into words these distresses. Their thinking often shows evidences of fragmentation and disorganization. They are struggling over fear of loss of people and over their inability to adequately organize, structure and understand their world. In order to be able to effectively teach this child one must first become a significant need gratifying object for him. Hopefully, through identifying with the teacher the child will be able to borrow some of her healthy ways of doing things and through imitation begin the progress of learning how to be a human being. This must precede instruction in the more traditional academic subjects. In order for learning to succeed, the child must have considerable personal information about and involvement with the teacher. Sometimes the child will seem almost like a close friend or a family member."

"These children need a close relationship with the teacher as much of the time as possible. It is essential that he be in a small class or seated near to her desk where frequent eye, voice and hand contact may be made. If in the course of a school year the teacher can convey to the child that she is fond of him and he is able to express fondness toward her through eye and voice contact or through the accomplishment of simple tasks, the teacher has accomplished a great deal indeed. Academic successes will likely be limited for the time being and should be subordinated to helping the child to develop interpersonal relationships as well as beginning to learn how to organize his world." (Stennis, 1970, pp.19-21)

The Computer Printouts

Once the three developmental groups are understood the computer printouts, which organize the findings determined by the response to the Questionnaire, become useful to the teacher, principal and others.

The Master Computer Printout (Illustration #2) gives a detailed breakdown of the teacher's

response to each of the 12 questions on the E.G.Q. for every child, a summary of the scoring and the Developmental Group. In addition to giving a detailed picture of the children this printout is a helpful indicator of the teacher's sensitivity and emotional response to the children in her class.

For example, the teacher who answers all questions with a #1 response is not observing differences among children. A large percentage of #4 responses ("none of these") often indicates difficulty in observing (in the psychiatric sense of the word) and understanding what is observed. The classification of an unusually large number of children in any of the three groups can indicate a tendency to overlook certain aspects of behavior while emphasizing others. For instance, the classification of a large number of boys in Group II may indicate an inability on the teacher's part to tolerate the rough physical behavior found in normal second and third grade boys. The Master Computer Printout, if used sensitively, can provide a principal, guidance counselor or psychiatric consultant with the opportunity to

further a teacher's understanding of herself and her children.

Principals used the printout to match children with teachers. Initially many found that they had been unconsciously grouping particular kinds of children with specific teachers. One principal had "stacked the deck" by placing without realizing it a high percentage of Group II and III children with a particularly fine teacher because he knew she would be able to deal most effectively with them.

The Item Computer Printout (Illustration #3) gives a breakdown by school, of the 36 possible responses to the 12 questions on the questionnaire. It provides much practical information which can be used in curriculum planning or screening. For example, on one sheet are all of the children who are felt to have poor muscle coordination -- response #3 on question 8. The adaptive physical education teacher can focus his efforts on this group. The speech therapist can do the same with the #3 response on question #3 dealing with those whose speech is difficult to follow. In this way the work of guidance counselors, speech therapists and physical education teachers becomes most

efficient since they can immediately zero in on those children most likely in need of their services using less of their valuable time in the process of screening and identification.

Each teacher receives a Teacher Computer Printout (Illustration #4) on her class. This print-out has been used by creative teachers in many ways. Two examples follow: In determining seating arrangements Group I children were sometimes concentrated near a Group III child to provide him with the healthiest and most supportive peer environment. Since it is not usually possible for the regular classroom teacher to provide the amount of individual attention which most Group III children require, teaching effectiveness was increased by working with these children collectively and spending more instructional time with the group rather than the individual. Usually there were from one to four Group III children in each class, small enough for both a group approach and increased individualization.

Teaching Strategies

The Strategies For Teaching book is the part of the Project which most obviously tries to apply principles of child development to the classroom. As you read you will see that we are presenting material (one example from each of the three sections of the book) which deals with basic developmental concepts but whenever possible educational language is used.

In the first example we approach the problem of structure in the classroom. How much choice should each child have in determining his classroom activities and behavior. This can be determined by assessing the child's ego. Age, life experiences and organic intactness are only a few of the factors which determine the status of the ego. Because the child's personality is unfinished and still in the process of maturation, his ego will be different in May than September, likely more advanced in third grade than first.

An assessment of ego strength will help decide how much the child can be expected to set appropriate

classroom goals and choose the methods for attaining them and the degree to which they must be determined by the teacher.

In our scheme of developmental grouping the ego is strongest and most intact in the Group I child (normal and neurotic) and weakest in the Group III child (ego disturbed.) The strategies suggested vary accordingly.

Group I:

"Although definite goals should be set for any assignment, the means should be left as unstructured as possible. Discovery activities work very well for this group as the excitement of discovery is very exhilarating for them. The "open classroom" setting provides an excellent learning atmosphere for these children."

"Progress goals can often be set jointly by teacher and pupil or by the child himself. "How far do you think you can read this morning?" or "How many problems can you complete?" To offset possible side-effects of the more unstructured approach, make sure that all goals are reached."

"Rarely do these children need to be seated in the front of a classroom for the more obvious reasons (visual, psychological or perceptual.) However, they should be given their turn to sit where they choose. They have the capacity to work on their own regardless of classroom settings." (Colarusso and Green, 1972a, pp.7-9)

The ego is intact and strong. The synthetic functions, control of motility, reality testing and ego ideal are such that these children need the teacher primarily as a source of stimulation, encouragement and occasionally to set limits and define goals.

The ego of the Group II child is a different matter. It is impaired to one degree or another due to psychological and/or organic difficulties. Consequently the suggestions for working with him differ accordingly.

"Structure his tasks and activities in school. These children need assignments which differ from Group I and III children. The differences should

be recognized and used as the basis for instruction:

(a) Assign a task that will end in success.

(b) Set a definite short term goal.

(c) Be pleased with small accomplishments.

(d) Break down tasks into steps.

(e) Choose areas of special interest whenever possible."

"Because of their need for routine and consistency they do not respond well to the 'open classroom' setting. They become unsettled by an environment that is changing or requires making choices. A lack of structure demands built-in flexibility which these children do not have. Even changes to special class teachers are difficult and they will often lose control. This is less evident in Physical Education class since it also allows the child to let off steam in an acceptable manner." (Colarusso and Green, 1972a, pp.15-21)

The Group III child (ego disturbed) has the weakest ego of all. The teacher will need to concentrate on the development of the most rudimentary ego functions before academic success can be considered or expected. This is the essence of teaching Group III youngsters.

"Academic success will likely be limited for the time being and should be subordinated to helping the child to develop interpersonal relationships as well as gaining a start on organizing his world."

"The Group III child's day should be initially, completely teacher directed. There should be little or no opportunity for the child to be faced by a decision or choice throughout the school day. All subject matter must be presented with this in mind."

"It is essential that the Group III child be in a small class or seated near the teacher where frequent eye, voice and hand contact may be made."

"Teaching should be primarily on a one-to-one basis with the teacher, adult aide or student tutor." (Colarusso and Green, 1972a, pp.28-32)

Part two of the Strategies book is entitled "Themes Which Influence the Learning Process, a Developmental Overview." It is an attempt to answer questions frequently asked by teachers.

The short essays deal with competition in the classroom, discipline, drawings, fantasy, grades, homework, hyperactivity, parents, toilet training and other similar topics.

The section on Fantasy will be used as an illustration. We found many teachers unaware of how important a part fantasy plays in the life of young children. Fantasies which were blatently apparent went unrecognized and were sometimes treated as lies. One kindergarten child was punished after relating a beautiful fantasy about six penguins which he had as pets. He was told that everyone knew he didn't have any penguins and he shouldn't lie. The fantasy was stimulated by the lesson which was on penguins and was replete with age and stage appropriate 5 year old themes of where the penguins would sleep, which was the biggest and strongest, etc. It also demonstrated considerable intelligence and creativity.

Once the teacher understood how readily Kindergarten children mix fantasy and reality and use fantasy to help master developmental themes she was amazed and anxious to learn more. She commented that she spent all day with her children

but didn't really know them.

The final paragraph from the section on Fantasy is given as an illustration.

"In summary then, fantasy plays a crucial and central part in the mental life of children as well as adults. Fantasies are different at different ages; the younger the child, the greater the tendency to see the fantasies as real. This is not lying and should not be interpreted so. The themes of the fantasy depend upon the child's age, developmental level, relationship to reality, organic intactness and life experience. This topic is directly related to classroom performance. In the young child the open expression of fantasies both verbally or through play and drawings is continually before the teacher. If she understands it she can do much more with him. The neurotic child's fantasy life can be so time consuming that he has little left for studies. The teacher who understands fantasy will take the nonsense rhymes of the Latency child directed at the teacher in stride and recognize them for what they are. He or she will respect the secrecy of the Adolescent and his difficulties

in revealing anything of his fantasy life. By being aware of terrible reality of fantasy to some Group III children, she can help strengthen his tenuous grasp of reality and help him structure his environment. An appreciation of fantasy should bring a greater respect for the wonders of the mind and for the intricacies and marvelous capacities of children of all ages." (Colarusso and Green, 1972a, pp.54)

As teachers became acquainted with developmental ideas they began asking for texts on child development written from an educational viewpoint. The third section of the Strategies For Teaching book was written to meet this request.

The emphasis is on normal development and how it can make teaching easier, less emotionally trying and more effective. Teachers can cause problems for themselves when they are not aware of development. Again we will illustrate the point with a few examples.

We were asked questions from kindergarten and first grade teachers about masturbation in the classroom. Usually this was done with hesitancy

and embarrassment. Some teachers denied, in the strict, defensive sense of the word, the occurrence of masturbation in the classroom; others felt it abnormal and tried to stop it by punishment or disapproval. Most were very relieved to discover how normal and ubiquitous masturbation is in kindergarten.

"Sexual activity is continuous in the classroom. Teachers who are uncomfortable with the rather open display of sexual curiosity and behavior will either blot it out or become anxious and tend to overreact. Masturbation is frequent in kindergarten particularly at nap or story time. Sometimes one hand may be on the genitals and the other busily engaged in thumb sucking. Usually such behavior is intermittent and best left alone. The teacher should neither become involved nor punish the child. If the masturbation is extremely open and continuous it may indicate psychopathology." (Colarusso and Green, 1972a, pp.102)

Forcing healthy boys to work closely with girls is another example of how ignorance of development can cause problems for teachers. This factual example is presented in the Strategies For Teaching book in the following way:

"Let's take another example from the middle elementary years. The healthy third grade boy has little use for girls. If he had his way, he would not want to see them, touch them, talk to them, and above all sit or work with them. This is not stubbornness or rebelliousness but an expression of a central theme in his emotional development at that age. I was once asked to help resolve a crisis in a school which involved the child, the teacher, the principal and the child's parents. It grew directly out of failure to appreciate this aspect of development. Before walking to the auditorium, the teacher paired up her third graders and suggested that the partners hold hands. Our healthy 8 year old absolutely resisted the teacher's attempts to get him to hold

the hand of his partner, who just happened to be a girl. He balked, his teacher insisted! A battle ensued in the hallway which resulted in the teacher shouting at the youngster and sending him off crying to the principal's office. Before the situation was resolved everyone concerned experienced a great deal of unnecessary unpleasantness. The relationship between the teacher and student was strained and had to be rebuilt. Knowledge of normal child development would have avoided the entire episode." (Colarusso and Green, 1970a, pp.88-89)

We had some difficulty interesting elementary teachers in the psychology of Adolescence until we were able to graphically describe much of what they had to cope with in fifth and sixth grade as phenomena of Adolescence. This very trying period for teachers became a bit less difficult when we were able to help them recognize that their expectations of the early Adolescent -- and themselves -- had to change. The giggles, inconsistent academic performance and incessant note passing were understandable and more tolerable if one appreciated

what was happening to the child at this point in his life.

"We do not usually think of Adolescence in connection with the elementary years, but the first signs of pre-Adolescence occur at about 10 1/2 to 11 1/2 years of age in many boys and girls. So we are talking about fifth and sixth graders and in some instances where the child has been retained, about fourth graders. Because Adolescence has such a profound effect on classroom performance, it is essential that the teacher have an intimate knowledge of its details. The central fact of Adolescence which cannot be over emphasized is the very great physiological change which takes place. This tremendous physical upheaval, the emotional memory of which is blotted out by most adults, destroys the calm of Latency and leaves the personality in great disarray. The years of Adolescence are spent in developing the psychological structure needed to cope with this new body. A group of fourth grade girls dressed for gym has a marked uniformness. Most are the same height and build. One doesn't stand out much

from the other. Move forward a few years in time and picture that same group at age 13. The variety of sizes, heights and shapes is startling! Here standing next to each other are the physically mature women and the flat chested little girl."

"Because the personality is thrown so out of balance, great changes in behavior appear. Inconsistent behavior becomes the norm. It is not unusual for the early Adolescent to act hypermature one day and very immature the next. Mood swings become frequent as the child tries to cope with the new and overwhelming changes. This behavior is certainly apparent in the classroom where the norm is restlessness, a shorter attention span, inconsistent academic performance and a tenuous relationship with the teacher. The child who proceeds through Adolescence with little or no evidence of psychological upheaval and turmoil is likely in trouble, not the one who manifests the behavior just described." (Colarusso and Green, 1972a, pp. 113)

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SCHOOL NO.

DATE _____

ROOM NO. GRADE STUDENT NO.

FIRST NAME & INITIAL

LAST NAME

MO. BORN YR. SEX M or F

01. Much of the time the child appears

1. Shy
2. Immature
3. Strange
4. None of these

02. In general the child makes me feel

1. Happy with him
2. Angry or frustrated with him
3. Sorry and a little frightened for him
4. None of these

03. When the child talks his expression is

1. Easily understood
2. Immature
3. Difficult to follow
4. None of these

04. Child requires

1. An average amount of attention
2. More individual attention than usual
3. Too much individual attention
4. None of these

05. The child often appears

1. Involved successfully or trying hard
2. Restless
3. Often in his own world
4. None of these

06. With other children, the child is

1. Liked or creates no problem
2. Often in conflict
3. Set apart
4. None of these

07. Much of the time the child's behavior is

1. Pleasant and likeable
2. Stubborn and defiant
3. Clingingly dependent
4. None of these

08. Muscle coordination is

1. Adequate
2. A little uneven
3. Poor
4. None of these

09. Emotional growth and development is

1. Forward and progressive
2. Standing still
3. Slipping backward
4. None of these

10. Human figure drawings are

1. Age adequate
2. Immature
3. Strange
4. None of these

11. Success in school work

1. Usual
2. Erratic
3. Infrequent
4. None of these

12. Parents are

1. Interested and concerned
2. Defensive and overconcerned
3. Disinterested or limited
4. None of these

Developed by: William Stennis, M.D.

SAMPLE OF MASTER COMPUTER PRINTOUT

Date 10-15-70
Room No. 03
Grade 3

STUDENT NAME	SEX	AGE GRP	STATEMENT RESPONSES 1	2	3	4	5	6	7	8	9	10	11	12	GRP 1	GRP 2	GRP 3	DIS	EPR	DEV. GRP.
STUDENT # 1	F	8 1	1	1	1	1	1	1	1	1	1	2	2	4	9	2	0	1	0	GROUP I
STUDENT # 2	F	8 4	2	1	1	1	1	1	1	1	1	2	1	4	9	2	0	1	0	GROUP I
STUDENT # 3	F	8 3	4	1	1	2	2	1	1	1	4	1	1	1	9	2	0	1	0	GROUP I
STUDENT # 4	M	9 1	4	1	1	1	1	1	1	1	1	2	1	4	9	1	0	2	0	GROUP I
STUDENT # 5	M	9 3	1	1	4	1	1	3	1	1	1	1	1	4	9	0	1	2	0	GROUP I
STUDENT # 6	M	8 2	4	1	1	1	1	1	1	2	1	1	1	1	10	2	0	0	0	GROUP I
STUDENT # 7	M	9 3	1	1	1	1	1	3	1	2	1	1	1	1	10	1	1	0	0	GROUP I
STUDENT # 8	F	8 2	4	1	1	1	1	1	1	1	4	1	1	4	10	0	0	2	0	GROUP I
STUDENT # 9	F	8 1	4	1	1	1	1	1	1	2	1	1	1	1	11	1	0	0	0	GROUP I
STUDENT # 10	M	8 2	4	1	1	1	1	1	1	2	1	1	1	1	11	1	0	0	0	GROUP I
STUDENT # 11	F	7 3	4	4	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	GROUP I
STUDENT # 12	F	8 2	4	1	1	1	1	1	1	1	4	1	1	1	11	0	0	1	0	GROUP I
STUDENT # 13	F	8 2	4	1	1	1	1	1	1	1	1	1	1	4	11	0	0	1	0	GROUP I
STUDENT # 14	M	8 1	4	1	1	1	1	1	1	1	1	1	1	1	12	0	0	0	0	GROUP I
STUDENT # 15	F	9 3	3	2	3	2	3	4	2	2	2	2	3	4	0	6	4	2	0	GROUP II
STUDENT # 16	F	8 3	2	4	1	2	2	1	1	2	4	2	2	1	4	6	0	2	0	GROUP II
STUDENT # 17	M	8 3	1	2	1	1	2	2	4	2	2	2	1	4	4	6	0	2	0	GROUP II
STUDENT # 18	M	8 1	1	3	2	2	1	1	1	2	2	2	2	4	4	6	1	1	0	GROUP II
STUDENT # 19	M	8 2	4	4	3	1	3	2	4	1	1	1	2	4	5	2	2	3	0	GROUP II
STUDENT # 20	M	8 3	4	2	3	3	2	2	4	1	4	1	1	1	5	3	2	2	0	GROUP II
STUDENT # 21	M	9 3	4	2	1	2	2	2	2	2	1	1	1	4	5	6	0	1	0	GROUP II
STUDENT # 22	M	8 3	4	1	1	2	2	1	1	2	1	2	2	4	6	5	0	1	0	GROUP II
STUDENT # 23	M	8 1	2	1	1	1	1	1	1	3	1	2	2	4	7	3	1	1	0	GROUP II
STUDENT # 24	M	7 4	3	4	2	1	1	3	1	1	1	1	1	1	8	1	2	1	0	GROUP II
STUDENT # 25	M	8 2	3	3	3	3	2	2	4	3	3	2	3	4	0	3	7	2	0	GROUP III

*Chronological age by year and quarter

E.G.Q. ITEM COMPUTER PRINT-OUT

BUCKS COUNTY PROJECT FOR DIAGNOSTIC EDUCATIONAL GROUPING

Date: 01-19-71 School No. 03A Report No. ECQ077

Much of the time the child appears shy.

Student Name	Sex	Age Group*	Dev. Group	Grade	Room
Jill A.....	F	9-2	Group I	4	C008
Beverly A..	F	8-3	Group I	1	00D2
Cheryl A...	F	6-1	Group I	1	00BL
Lori B.....	F	6-2	Group I	1	00C6
Kim B.....	F	7-2	Group I	2	C010

E.G.Q. ITEM COMPUTER PRINT-OUT

BUCKS COUNTY PROJECT FOR DIAGNOSTIC EDUCATIONAL GROUPING

Date: 01-19-71 School No. 03A Report No. EGQ077

When the child talks his expression is difficult to follow.

Student Name	Sex	Age Group*	Dev. Group	Grade	Room
Ronald A....	M	7-3	Group III	2	00D1
James A.....	M	7-4	Group II	1	00B7
John A.....	M	5-2	Group II	K	02AF
Michael B...	M	6-1	Group III	4	00B1

*Chronological age by year and quarter

SAMPLE OF TEACHER COMPUTER PRINT-OUT

BUCKS COUNTY PROJECT FOR DIAGNOSTIC EDUCATIONAL GROUPING

Date: 10-15-70
Room No.: 03
Grade: 3

Report No. EGQ034

Student Name	Age Group*	Develop. Group.
STUDENT #1	8 2	Group I
STUDENT #2	9 3	Group I
STUDENT #3	9 3	Group I
STUDENT #4	9 1	Group I
STUDENT #5	8 1	Group I
STUDENT #6	8 2	Group I
STUDENT #7	8 1	Group I
STUDENT #8	8 2	Group I
STUDENT #9	8 1	Group I
STUDENT #10	8 4	Group I
STUDENT #11	7 3	Group I
STUDENT #12	8 2	Group I
STUDENT #13	8 2	Group I
STUDENT #14	8 3	Group I
STUDENT #15	9 3	Group II
STUDENT #16	8 2	Group II
STUDENT #17	8 3	Group II
STUDENT #18	8 3	Group II
STUDENT #19	8 1	Group II
STUDENT #20	7 4	Group II
STUDENT #21	8 3	Group II
STUDENT #22	8 1	Group II
STUDENT #23	9 3	Group II
STUDENT #24	8 3	Group II
STUDENT #25	8 2	Group III

*Chronological age by year and quarter

ABSTRACT

In this article a Title III Project, Diagnostic Educational Grouping With Strategies For Teaching, which attempts to introduce principles of child development to teaching in the elementary school in a practical and comprehensive way is described.

The data collecting system computer printout sheets and developmental grouping system are briefly described but emphasis is placed on the Strategies For Teaching book which expresses child development concepts in educational terms, using actual experiences from the classroom as examples.

The authors firmly believe teachers can become more effective educators and hopefully prevent, in some instances, the growth of academic and/or emotional problems through a working knowledge of child development principles.

The Strategies provide a general set of guidelines for approaching individual children based on emotional and developmental factors as well as academic ones. They emphasize the part feelings play in learning within the classroom.

The total Program has proven itself as (1) an inexpensive, quick screening instrument; (2) an effective in-service teacher training program; (3) contributing significantly to the efficient utilization of supportive services personnel such as psychiatrists, psychologists, guidance counselors, speech and adaptive physical education therapists.

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DIAGNOSTIC EDUCATIONAL GROUPING WITH STRATEGIES FOR TEACHING PROGRAM

Calvin A. Colarusso, M.D.
Phyllis P. Green, M.Eq.

The central importance of a thorough understanding of child development if one is to work effectively with children is readily accepted. Because of the amount of time spent and the nature of their interaction, the classroom teacher probably influences the development of larger numbers of children than any other professional. Despite their pivitol and influential position teachers often have only the most superficial knowledge of child development and its potential application in the classroom. The reasons are many and not a primary focus of this paper. Little emphasis is placed on child development in colleges and universities which train teachers. The courses which are offered usually are theoretical and not related directly to the day to day task of teaching. Prior to the student teaching experience little time is spent observing and interacting with children.

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Once teachers are helped to recognize that a knowledge of child development can be an immense aid in the classroom they clamor for more information.

Although child psychiatrists, psychologists, social workers and guidance counselors are spending increasing amounts of time in schools, the methods used to bring our knowledge of children to teachers in a form which they can understand and use, have sometimes been lacking. This article reports on a four year Title III project which attempts to provide a methodology for introducing child development and other child psychiatric concepts into the elementary school.

Description and History

"Diagnostic Educational Grouping With Strategies for Teaching" is the title of an ESEA Title III Project developed in Pennsylvania under the auspices of the Bucks County Public Schools from 1969 to the present. Through the end of the 1972-73 school year, 40,000 children and 1400 teachers in 200 schools had participated in the research.

Intended for use in the regular elementary classroom the Project provides (1) a means of early identification of those children in kindergarten and the elementary grades who have developed or are likely to develop educational difficulties. The instrument is a deceptively simple 12 statement questionnaire which is filled out by the teacher on each child. (Illustration #1); (2) after processing by computer or hand scoring, each child is placed in a system of developmental grouping. Three computer printouts (Illustrations #2, 3, 4) organize the information into useable form for the classroom teacher, principals, guidance counselors

and others; (3) the system of developmental classification is wedded to teaching technique through a series of teaching strategies which are contained in the Strategies For Teaching book, (Colarusso and Green, 1972_a). This book contains, in addition to detailed teaching strategies for each of the three developmental groups, a section on themes which influence the learning process, both written entirely from the viewpoint of their application to the classroom.

Child psychiatrists and psychologists have been consulting in the Bucks County Schools for 15 years. Over the years a continuing exchange of ideas gave educators a thorough appreciation of what the child psychiatrist had to offer the schools and the psychiatrist an awareness of great demands of teaching and the need to translate his knowledge into meaningful educational terms if he is to be truly helpful to educators.

This was the fertile ground out of which the Diagnostic Educational Grouping Project grew. The

initial conceptualization for the DEG Project and its direction during its first year (1969-70) was largely the work of Dr. William Stennis.[1] Efforts during the first year focused on the development of materials and a research design which included extensive statistical analysis and data processing techniques. This information is available in the Final Report covering the first year. (Stennis, Green and Houlihan, 1970).

The second year (1970-71) concentrated on determining in a practical sense, the usefulness of the Project to the 124 teachers who took part that year. Each was interviewed individually at least once by the authors to assess the strengths and weaknesses of the Project. (Colarusso and Green, 1971).

A pilot district-wide program (involving the 2000 children in kindergarten through second grade in the Neshaminy School District in Bucks County) and the development of techniques for training educators in the use of the Project occupied most of the third year (1971-72). (Colarusso and Green, 1972b). The fourth year of the Project

1 Dr. Stennis is a child psychiatrist and consultant to the DEG Project. He presently resides in Santa Fe, New Mexico where he is in private practice and President of the New Mexico Psychiatric Association.

focused on methods of dissemination to schools, mental health workers and other interested individuals and agencies.

PROJECT MATERIALS AND PROCEDURES

Diagnostic Educational Grouping Questionnaire (Illustration #1)

The Educational Grouping Questionnaire is filled out by the teacher on each of her pupils. With the aid of a Definitions Booklet most teachers have little difficulty in completing it. Filling out the questionnaire is beneficial in itself since it encourages the teacher to think individually and deeply about each child. Further, it introduces many child psychiatric concepts by raising for consideration the psychological, organic, social and educational functioning of each child.

The Questionnaire is actually a form of diagnostic shorthand, tapping many of the areas covered in a child psychiatric evaluation. It is not intended to be a substitute for thorough diagnosis or study. As an effective screening device it leads to many children being referred for study, diagnosis and treatment.

The 12 questions touch on many ego functions. Object relations with adults and peers (#2, #6, #8),

language development (#3), control of motility (#8), reality testing (#5), and body image and perceptual development (#10), are some of the functions assessed).

The completed questionnaires are submitted to data processing which divides the children into one of the three developmental groups.

The Developmental Groups

The developmental grouping concept is a key part of the Project. The drive to individualize instruction is prominent in education today. Many forms of detailed individual prescriptions have been experimented with including an extensive earlier undertaking in Bucks County. One of the chief findings of projects which developed detailed individual teaching prescriptions for children was that teachers are unable to apply them on a day to day basis. Too many facts and factors are involved, too much is demanded of the teacher. More often than not the prescriptions are discarded or given lip service but do not become a part of daily teaching technique.

Teachers are accustomed to grouping and are able to master three central sets of ideas as expressed in three developmental groups. The key word is developmental. We are saying to teachers -- you group children academically all the time, shouldn't you also assess their level of developmental maturity and use your findings to help you teach?

Practically all of the 400+ teachers we have worked with, once they have mastered the concepts and begin to think developmentally, can apply the accompanying teaching strategies to individual students or small groups in an effective manner.

The developmental groups are not synonymous with diagnostic categories but they do correspond roughly to a classification system used by some child psychiatrists and child analysts. Kolansky (1968) and Kolansky and Stennis (1968) proposed such a diagnostic scheme. It views diagnosis from the standpoint of the ego and envisions four groups: 1. Healthy personalities; 2. Neuroses; 3. Developmental Arrests (character problems, immaturity) and

4. Ego Disturbances (those children with severely impaired ego functioning whether the defects are due to organic and/or psychological causes.)

As you will see from the outlines of the three groups which are to follow most of the children seen by child psychiatrists can be grouped descriptively in this manner.

For the purposes of this Project, which are primarily educational, we have named the groups simply Group I, Group II and Group III. Of the 40,000 children so far studied approximately 65% fall in Group I (basically healthy and neurotic children), 30% are classified in Group II (immature, developmentally arrested children) and 5% in Group III (ego disturbed children who may be psychotic, brain damaged, severe behavioral problems, etc.)

Again these groupings are descriptive and meant to express developmental concepts in terms relevant to the classroom experience. The following examples from the descriptions of the three groups contained in the Strategies For Teaching book demonstrate how such concepts as developmental histories, dependency needs, ego development, defenses, peer relationships and the teacher's feelings about a child can become a part of teaching technique.

Group I - "The children in this group generally are pleasant and likeable. Although they may create problems for the teacher, these problems are not usually prolonged and often respond to empathy and assistance. The teacher generally feels that she will be able to successfully teach this group and that they will pass to the next grade level without difficulty. They tend to be able to use words more effectively and phonics come easy for them. Most of the time they are competitive in learning and play situations. Their manner, choice of words, and method of thinking tend to be solidly age appropriate. One has the feeling that there is a strong push toward maturity. If distress is present, it is more likely to be seen as inner distress, which is not usually inflicted on adults or peers. When distress does break through, it may do so in the form of shyness, general restriction, and fearfulness, especially of physical injury."

"The backgrounds of these children are generally smooth. They have essentially pleasant relationships with their parents and siblings. The first three or four years of their lives have been without

major upheavals. If unfortunate events have occurred during these years, the events do not appear to have seriously hampered the child's progressive emotional development. If there is a history of difficulty that the child has not outgrown effectively it usually happens between the ages of four and six. Children between these ages are usually quite happy and looking forward to going to school and growing up. An operation, death in the family, a divorce, or a continuing struggle with a parent of the same sex may interfere with progressive development and dim both the child's happiness and hope for the future. In contrast to other children, however, the child keeps his unhappiness generally to himself preferring to work things out through his play or fantasy life. If one looks closely, however, signs of sadness and fearfulness are not too far below the surface. Whether the child has difficulties or not, one senses that he will pass to the next grade and can anticipate reasonable success from him."
(Stennis, 1970, pp.19-21)

Group II - "In view of the type of classroom behavior they exhibit, they are "either/or" children. In general, they are frustrating to the teacher. On the one hand they may be demanding, dependent children who cannot seem to grow and mature. The teacher tries almost everything and often becomes so frustrated that she becomes angry at the child. Or behavior may be so stubborn, provocative, defiant, and fighting that all efforts at control are short-lived. The teacher will usually go through a series of approaches to bring unacceptable classroom behavior under control. Nothing seems to work consistently and the end result is the same as with the more dependent children in this group -- a sense of frustration and annoyance with and dislike for the child."

"These children fear most loss of the love of an important human being. Although they do not usually need the adult as close physically as other children, they need constant reassurance that they are still loved. Their hands are often raised high to answer

questions, but they have nothing to give but wrong or irrelevant answers. The message communicated by this behavior is that they want recognition or attention from you and will undergo even the pain of public failure to get it. This behavior often inadvertently provokes rejection. Because they have continually been unable to use the offered help, their relationships with most other human beings are characterized by struggle. Their behavior is outwardly immature, either in their dependence or their stubbornness. There is a push in them toward growth and maturity and they seem stuck somewhere in between. Their thinking, choice of words, and manner is immature. Either gross and fine motor movements often show perceptual motor immaturity. Human figure drawings are generally immature. The teacher will struggle within herself and with these children to help them grow."
(Stennis, 1970, pp.9-10)

Group III - "Children with ego disturbances because of an inability to balance or come to terms with their inner and outer lives are set apart from other children. Because of a special kind of strangeness or difference, they appear not to truly understand what it is all about and seem to be failing at a successful adaptation to life. Their strangeness or difference often evokes a feeling of apprehension within us but in spite of this apprehension often a feeling of compassion as well. This child's most serious failure is in his relationships with other people, both peers and adults. It is difficult to find a success area for him. When you make an effort to communicate with him, words often are inadequate and when he tries to communicate with you, his thoughts are poorly or incompletely organized. You may sense that you will have to over-extend yourself in many areas in order to reach him. You may also feel that the struggle within him is winning and that the pull inward and/or backward is stronger."

"Their ability to defend themselves against anxiety is poor. They may behave differently in

the face of difficulties from day to day and may have to behave in a rigid manner to hold themselves together. One has the feeling that in order to help this child grow, one may have to share with him some of one's soul. They often show considerable anxiety and distress over their difficulties although they may not be able to put into words these distresses. Their thinking often shows evidences of fragmentation and disorganization. They are struggling over fear of loss of people and over their inability to adequately organize, structure and understand their world. In order to be able to effectively teach this child one must first become a significant need gratifying object for him. Hopefully, through identifying with the teacher the child will be able to borrow some of her healthy ways of doing things and through imitation begin the progress of learning how to be a human being. This must precede instruction in the more traditional academic subjects. In order for learning to succeed, the child must have considerable personal information about and involvement with the teacher. Sometimes the child will seem almost like a close friend or a family member."

"These children need a close relationship with the teacher as much of the time as possible. It is essential that he be in a small class or seated near to her desk where frequent eye, voice and hand contact may be made. If in the course of a school year the teacher can convey to the child that she is fond of him and he is able to express fondness toward her through eye and voice contact or through the accomplishment of simple tasks, the teacher has accomplished a great deal indeed. Academic successes will likely be limited for the time being and should be subordinated to helping the child to develop interpersonal relationships as well as beginning to learn how to organize his world." (Stennis, 1970, pp.19-21)

The Computer Printouts

Once the three developmental groups are understood the computer printouts, which organize the findings determined by the response to the Questionnaire, become useful to the teacher, principal and others.

The Master Computer Printout (Illustration #2) gives a detailed breakdown of the teacher's

response to each of the 12 questions on the E.G.Q. for every child, a summary of the scoring and the Developmental Group. In addition to giving a detailed picture of the children this printout is a helpful indicator of the teacher's sensitivity and emotional response to the children in her class.

For example, the teacher who answers all questions with a #1 response is not observing differences among children. A large percentage of #4 responses ("none of these") often indicates difficulty in observing (in the psychiatric sense of the word) and understanding what is observed. The classification of an unusually large number of children in any of the three groups can indicate a tendency to overlook certain aspects of behavior while emphasizing others. For instance, the classification of a large number of boys in Group II may indicate an inability on the teacher's part to tolerate the rough physical behavior found in normal second and third grade boys. The Master Computer Printout, if used sensitively, can provide a principal, guidance counselor or psychiatric consultant with the opportunity to

further a teacher's understanding of herself and her children.

Principals used the printout to match children with teachers. Initially many found that they had been unconsciously grouping particular kinds of children with specific teachers. One principal had "stacked the deck" by placing without realizing it a high percentage of Group II and III children with a particularly fine teacher because he knew she would be able to deal most effectively with them.

The Item Computer Printout (Illustration #3) gives a breakdown by school, of the 36 possible responses to the 12 questions on the questionnaire. It provides much practical information which can be used in curriculum planning or screening. For example, on one sheet are all of the children who are felt to have poor muscle coordination -- response #3 on question 8. The adaptive physical education teacher can focus his efforts on this group. The speech therapist can do the same with the #3 response on question #3 dealing with those whose speech is difficult to follow. In this way the work of guidance counselors, speech therapists and physical education teachers becomes most

efficient since they can immediately zero in on those children most likely in need of their services using less of their valuable time in the process of screening and identification.

Each teacher receives a Teacher Computer Printout (Illustration #4) on her class. This printout has been used by creative teachers in many ways. Two examples follow: In determining seating arrangements Group I children were sometimes concentrated near a Group III child to provide him with the healthiest and most supportive peer environment. Since it is not usually possible for the regular classroom teacher to provide the amount of individual attention which most Group III children require, teaching effectiveness was increased by working with these children collectively and spending more instructional time with the group rather than the individual. Usually there were from one to four Group III children in each class, small enough for both a group approach and increased individualization.

Teaching Strategies

The Strategies For Teaching book is the part of the Project which most obviously tries to apply principles of child development to the classroom. As you read you will see that we are presenting material (one example from each of the three sections of the book) which deals with basic developmental concepts but whenever possible educational language is used.

In the first example we approach the problem of structure in the classroom. How much choice should each child have in determining his classroom activities and behavior. This can be determined by assessing the child's ego. Age, life experiences and organic intactness are only a few of the factors which determine the status of the ego. Because the child's personality is unfinished and still in the process of maturation, his ego will be different in May than September, likely more advanced in third grade than first.

An assessment of ego strength will help decide how much the child can be expected to set appropriate

classroom goals and choose the methods for attaining them and the degree to which they must be determined by the teacher.

In our scheme of developmental grouping the ego is strongest and most intact in the Group I child (normal and neurotic) and weakest in the Group III child (ego disturbed.) The strategies suggested vary accordingly.

Group I:

"Although definite goals should be set for any assignment, the means should be left as unstructured as possible. Discovery activities work very well for this group as the excitement of discovery is very exhilarating for them. The "open classroom" setting provides an excellent learning atmosphere for these children."

"Progress goals can often be set jointly by teacher and pupil or by the child himself. "How far do you think you can read this morning?" or "How many problems can you complete?" To offset possible side-effects of the more unstructured approach, make sure that all goals are reached."

"Rarely do these children need to be seated in the front of a classroom for the more obvious reasons (visual, psychological or perceptual.) However, they should be given their turn to sit where they choose. They have the capacity to work on their own regardless of classroom settings." (Colarusso and Green, 1972a, pp.7-9)

The ego is intact and strong. The synthetic functions, control of motility, reality testing and ego ideal are such that these children need the teacher primarily as a source of stimulation, encouragement and occasionally to set limits and define goals.

The ego of the Group II child is a different matter. It is impaired to one degree or another due to psychological and/or organic difficulties. Consequently the suggestions for working with him differ accordingly.

"Structure his tasks and activities in school. These children need assignments which differ from Group I and III children. The differences should

be recognized and used as the basis for instruction:

(a) Assign a task that will end in success.

(b) Set a definite short term goal.

(c) Be pleased with small accomplishments.

(d) Break down tasks into steps.

(e) Choose areas of special interest whenever possible."

"Because of their need for routine and consistency they do not respond well to the 'open classroom' setting. They become unsettled by an environment that is changing or requires making choices. A lack of structure demands built-in flexibility which these children do not have. Even changes to special class teachers are difficult and they will often lose control. This is less evident in Physical Education class since it also allows the child to let off steam in an acceptable manner." (Colarusso and Green, 1972a, pp.15-21)

The Group III child (ego disturbed) has the weakest ego of all. The teacher will need to concentrate on the development of the most rudimentary ego functions before academic success can be considered or expected. This is the essence of teaching Group III youngsters.

"Academic success will likely be limited for the time being and should be subordinated to helping the child to develop interpersonal relationships as well as gaining a start on organizing his world."

"The Group III child's day should be initially, completely teacher directed. There should be little or no opportunity for the child to be faced by a decision or choice throughout the school day. All subject matter must be presented with this in mind."

"It is essential that the Group III child be in a small class or seated near the teacher where frequent eye, voice and hand contact may be made."

"Teaching should be primarily on a one-to-one basis with the teacher, adult aide or student tutor." (Colarusso and Green, 1972a, pp.28-32)

Part two of the Strategies book is entitled "Themes Which Influence the Learning Process, a Developmental Overview." It is an attempt to answer questions frequently asked by teachers.

The short essays deal with competition in the classroom, discipline, drawings, fantasy, grades, homework, hyperactivity, parents, toilet training and other similar topics.

The section on Fantasy will be used as an illustration. We found many teachers unaware of how important a part fantasy plays in the life of young children. Fantasies which were blatently apparent went unrecognized and were sometimes treated as lies. One kindergarten child was punished after relating a beautiful fantasy about six penguins which he had as pets. He was told that everyone knew he didn't have any penguins and he shouldn't lie. The fantasy was stimulated by the lesson which was on penguins and was replete with age and stage appropriate 5 year old themes of where the penguins would sleep, which was the biggest and strongest, etc. It also demonstrated considerable intelligence and creativity.

Once the teacher understood how readily Kindergarten children mix fantasy and reality and use fantasy to help master developmental themes she was amazed and anxious to learn more. She commented that she spent all day with her children

but didn't really know them.

The final paragraph from the section on Fantasy is given as an illustration.

"In summary then, fantasy plays a crucial and central part in the mental life of children as well as adults. Fantasies are different at different ages; the younger the child, the greater the tendency to see the fantasies as real. This is not lying and should not be interpreted so. The themes of the fantasy depend upon the child's age, developmental level, relationship to reality, organic intactness and life experience. This topic is directly related to classroom performance. In the young child the open expression of fantasies both verbally or through play and drawings is continually before the teacher. If she understands it she can do much more with him. The neurotic child's fantasy life can be so time consuming that he has little left for studies. The teacher who understands fantasy will take the nonsense rhymes of the Latency child directed at the teacher in stride and recognize them for what they are. He or she will respect the secrecy of the Adolescent and his difficulties

in revealing anything of his fantasy life. By being aware of terrible reality of fantasy to some Group III children, she can help strengthen his tenuous grasp of reality and help him structure his environment. An appreciation of fantasy should bring a greater respect for the wonders of the mind and for the intricacies and marvelous capacities of children of all ages." (Colarusso and Green, 1972a, pp.54)

As teachers became acquainted with developmental ideas they began asking for texts on child development written from an educational viewpoint. The third section of the Strategies For Teaching book was written to meet this request.

The emphasis is on normal development and how it can make teaching easier, less emotionally trying and more effective. Teachers can cause problems for themselves when they are not aware of development. Again we will illustrate the point with a few examples.

We were asked questions from kindergarten and first grade teachers about masturbation in the classroom. Usually this was done with hesitancy

and embarrassment. Some teachers denied, in the strict, defensive sense of the word, the occurrence of masturbation in the classroom; others felt it abnormal and tried to stop it by punishment or disapproval. Most were very relieved to discover how normal and ubiquitous masturbation is in kindergarten.

"Sexual activity is continuous in the classroom. Teachers who are uncomfortable with the rather open display of sexual curiosity and behavior will either blot it out or become anxious and tend to overreact. Masturbation is frequent in kindergarten particularly at nap or story time. Sometimes one hand may be on the genitals and the other busily engaged in thumb sucking. Usually such behavior is intermittent and best left alone. The teacher should neither become involved nor punish the child. If the masturbation is extremely open and continuous it may indicate psychopathology." (Colarusso and Green, 1972a, pp.102)

Forcing healthy boys to work closely with girls is another example of how ignorance of development can cause problems for teachers. This factual example is presented in the Strategies For Teaching book in the following way:

"Let's take another example from the middle elementary years. The healthy third grade boy has little use for girls. If he had his way, he would not want to see them, touch them, talk to them, and above all sit or work with them. This is not stubbornness or rebelliousness but an expression of a central theme in his emotional development at that age. I was once asked to help resolve a crisis in a school which involved the child, the teacher, the principal and the child's parents. It grew directly out of failure to appreciate this aspect of development. Before walking to the auditorium, the teacher paired up her third graders and suggested that the partners hold hands. Our healthy 8 year old absolutely resisted the teacher's attempts to get him to hold

the hand of his partner, who just happened to be a girl. He balked, his teacher insisted! A battle ensued in the hallway which resulted in the teacher shouting at the youngster and sending him off crying to the principal's office. Before the situation was resolved everyone concerned experienced a great deal of unnecessary unpleasantness. The relationship between the teacher and student was strained and had to be rebuilt. Knowledge of normal child development would have avoided the entire episode." (Colarusso and Green, 1970a, pp.88-89)

We had some difficulty interesting elementary teachers in the psychology of Adolescence until we were able to graphically describe much of what they had to cope with in fifth and sixth grade as phenomena of Adolescence. This very trying period for teachers became a bit less difficult when we were able to help them recognize that their expectations of the early Adolescent -- and themselves -- had to change. The giggles, inconsistent academic performance and incessant note passing were understandable and more tolerable if one appreciated

what was happening to the child at this point in his life.

"We do not usually think of Adolescence in connection with the elementary years, but the first signs of pre-Adolescence occur at about 10 1/2 to 11 1/2 years of age in many boys and girls. So we are talking about fifth and sixth graders and in some instances where the child has been retained, about fourth graders. Because Adolescence has such a profound effect on classroom performance, it is essential that the teacher have an intimate knowledge of its details. The central fact of Adolescence which cannot be over emphasized is the very great physiological change which takes place. This tremendous physical upheaval, the emotional memory of which is blotted out by most adults, destroys the calm of Latency and leaves the personality in great disarray. The years of Adolescence are spent in developing the psychological structure needed to cope with this new body. A group of fourth grade girls dressed for gym has a marked uniformness. Most are the same height and build. One doesn't stand out much

from the other. Move forward a few years in time and picture that same group at age 13. The variety of sizes, heights and shapes is startling! Here standing next to each other are the physically mature women and the flat chested little girl."

"Because the personality is thrown so out of balance, great changes in behavior appear. Inconsistent behavior becomes the norm. It is not unusual for the early Adolescent to act hypermature one day and very immature the next. Mood swings become frequent as the child tries to cope with the new and overwhelming changes. This behavior is certainly apparent in the classroom where the norm is restlessness, a shorter attention span, inconsistent academic performance and a tenuous relationship with the teacher. The child who proceeds through Adolescence with little or no evidence of psychological upheaval and turmoil is likely in trouble, not the one who manifests the behavior just described." (Colarusso and Green, 1972a, pp. 113)

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SCHOOL NO.

DATE _____

ROOM NO. GRADE STUDENT NO.

FIRST NAME & INITIAL

LAST NAME

MO. BORN YR. SEX M or F

01. Much of the time the child appears

1. Shy
2. Immature
3. Strange
4. None of these

02. In general the child makes me feel

1. Happy with him
2. Angry or frustrated with him
3. Sorry and a little frightened for him
4. None of these

03. When the child talks his expression is

1. Easily understood
2. Immature
3. Difficult to follow
4. None of these

04. Child requires

1. An average amount of attention
2. More individual attention than usual
3. Too much individual attention
4. None of these

05. The child often appears

1. Involved successfully or trying hard
2. Restless
3. Often in his own world
4. None of these

06. With other children, the child is

1. Liked or creates no problem
2. Often in conflict
3. Set apart
4. None of these

07. Much of the time the child's behavior is

1. Pleasant and likeable
2. Stubborn and defiant
3. Clingingly dependent
4. None of these

08. Muscle coordination is

1. Adequate
2. A little uneven
3. Poor
4. None of these

09. Emotional growth and development is

1. Forward and progressive
2. Standing still
3. Slipping backward
4. None of these

10. Human figure drawings are

1. Age adequate
2. Immature
3. Strange
4. None of these

11. Success in school work

1. Usual
2. Erratic
3. Infrequent
4. None of these

12. Parents are

1. Interested and concerned
2. Defensive and overconcerned
3. Disinterested or limited
4. None of these

Developed by: William Stennis, M.D.

SAMPLE OF MASTER COMPUTER PRINTOUT

Date 10-15-70
Room No. 03
Grade 3

STUDENT NAME	SEX	AGE GRP	STATEMENT RESPONSES 1	2	3	4	5	6	7	8	9	10	11	12	GRP 1	GRP 2	GRP 3	DIS	ERR	DEV. GRP.
STUDENT # 1	F	8 1	1	1	1	1	1	1	1	1	1	2	2	4	9	2	0	1	0	GROUP I
STUDENT # 2	F	8 4	2	1	1	1	1	1	1	1	1	2	1	4	9	2	0	1	0	GROUP I
STUDENT # 3	F	8 3	4	1	1	2	2	1	1	1	4	1	1	1	9	2	0	1	0	GROUP I
STUDENT # 4	M	9 1	4	1	1	1	1	1	1	1	1	2	1	4	9	1	0	2	0	GROUP I
STUDENT # 5	M	9 3	1	1	4	1	1	3	1	1	1	1	1	4	9	0	1	2	0	GROUP I
STUDENT # 6	M	8 2	4	1	1	1	1	1	1	2	1	1	1	1	10	2	0	0	0	GROUP I
STUDENT # 7	M	9 3	1	1	1	1	1	3	1	2	1	1	1	1	10	1	1	0	0	GROUP I
STUDENT # 8	F	8 2	4	1	1	1	1	1	1	1	4	1	1	4	10	0	0	2	0	GROUP I
STUDENT # 9	F	8 1	4	1	1	1	1	1	1	2	1	1	1	1	11	1	0	0	0	GROUP I
STUDENT # 10	M	8 2	4	1	1	1	1	1	1	2	1	1	1	1	11	1	0	0	0	GROUP I
STUDENT # 11	F	7 3	4	4	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	GROUP I
STUDENT # 12	F	8 2	4	1	1	1	1	1	1	1	4	1	1	1	11	0	0	1	0	GROUP I
STUDENT # 13	F	8 2	4	1	1	1	1	1	1	1	1	1	1	4	11	0	0	1	0	GROUP I
STUDENT # 14	M	8 1	4	1	1	1	1	1	1	1	1	1	1	1	12	0	0	0	0	GROUP I
STUDENT # 15	F	9 3	3	2	3	2	3	4	2	2	2	2	3	4	0	6	4	2	0	GROUP II
STUDENT # 16	F	8 3	2	4	1	2	2	1	1	2	4	2	2	1	4	6	0	2	0	GROUP II
STUDENT # 17	M	8 3	1	2	1	1	2	2	4	2	2	2	1	4	4	6	0	2	0	GROUP II
STUDENT # 18	M	8 1	1	3	2	2	1	1	1	2	2	2	2	4	4	6	1	1	0	GROUP II
STUDENT # 19	M	8 2	4	4	3	1	3	2	4	1	1	1	2	4	5	2	2	3	0	GROUP II
STUDENT # 20	M	8 3	4	2	3	3	2	2	4	1	4	1	1	1	5	3	2	2	0	GROUP II
STUDENT # 21	M	9 3	4	2	1	2	2	2	2	2	1	1	1	4	5	6	0	1	0	GROUP II
STUDENT # 22	M	8 3	4	1	1	2	2	1	1	2	1	2	2	4	6	5	0	1	0	GROUP II
STUDENT # 23	M	8 1	2	1	1	1	1	1	1	3	1	2	2	4	7	3	1	1	0	GROUP II
STUDENT # 24	M	7 4	3	4	2	1	1	3	1	1	1	1	1	1	8	1	2	1	0	GROUP II
STUDENT # 25	M	8 2	3	3	3	3	2	2	4	3	3	2	3	4	0	3	7	2	0	GROUP III

*Chronological age by year and quarter

E.G.Q. ITEM COMPUTER PRINT-OUT

BUCKS COUNTY PROJECT FOR DIAGNOSTIC EDUCATIONAL GROUPING

Date: 01-19-71 School No. 03A Report No. ECQ077

Much of the time the child appears shy.

Student Name	Sex	Age Group*	Dev. Group	Grade	Room
Jill A.....	F	9-2	Group I	4	C008
Beverly A..	F	8-3	Group I	1	00D2
Cheryl A...	F	6-1	Group I	1	00BL
Lori B.....	F	6-2	Group I	1	00C6
Kim B.....	F	7-2	Group I	2	C010

E.G.Q. ITEM COMPUTER PRINT-OUT

BUCKS COUNTY PROJECT FOR DIAGNOSTIC EDUCATIONAL GROUPING

Date: 01-19-71 School No. 03A Report No. EGQ077

When the child talks his expression is difficult to follow.

Student Name	Sex	Age Group*	Dev. Group	Grade	Room
Ronald A....	M	7-3	Group III	2	00D1
James A.....	M	7-4	Group II	1	00B7
John A.....	M	5-2	Group II	K	02AF
Michael B...	M	6-1	Group III	4	00B1

*Chronological age by year and quarter

SAMPLE OF TEACHER COMPUTER PRINT-OUT

BUCKS COUNTY PROJECT FOR DIAGNOSTIC EDUCATIONAL GROUPING

Date: 10-15-70
Room No.: 03
Grade: 3

Report No. EGQ034

Student Name	Age Group*	Develop. Group.
STUDENT #1	8 2	Group I
STUDENT #2	9 3	Group I
STUDENT #3	9 3	Group I
STUDENT #4	9 1	Group I
STUDENT #5	8 1	Group I
STUDENT #6	8 2	Group I
STUDENT #7	8 1	Group I
STUDENT #8	8 2	Group I
STUDENT #9	8 1	Group I
STUDENT #10	8 4	Group I
STUDENT #11	7 3	Group I
STUDENT #12	8 2	Group I
STUDENT #13	8 2	Group I
STUDENT #14	8 3	Group I
STUDENT #15	9 3	Group II
STUDENT #16	8 2	Group II
STUDENT #17	8 3	Group II
STUDENT #18	8 3	Group II
STUDENT #19	8 1	Group II
STUDENT #20	7 4	Group II
STUDENT #21	8 3	Group II
STUDENT #22	8 1	Group II
STUDENT #23	9 3	Group II
STUDENT #24	8 3	Group II
STUDENT #25	8 2	Group III

*Chronological age by year and quarter